DOCUMENT RESUME

ED 435 401 IR 057 551

AUTHOR	Mikulec, Dominique Miro
TITLE	Career Information Centers in Libraries: Measurement of Service Awareness.
PUB DATE	1999-03-00
NOTE	58p.; Master's Research Paper, Kent State University.
PUB TYPE	Dissertations/Theses (040)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Access to Information; Career Development; Career Information Systems; College Libraries; Community Colleges; *Information Utilization; *Library Collections; *Library Services; *Occupational Information; Public Libraries; Questionnaires; *Resource Materials; Student Surveys; Tables (Data); Two Year Colleges; Use Studies; User Needs (Information); Users (Information)
IDENTIFIERS	Career Information; *Career Information Centers; Cuyahoga Community College OH

ABSTRACT

A survey designed to measure student awareness of library-based career information sources was conducted in general studies classes at Cuyahoga Community College (Ohio). The student population represented traditional freshmen and adult students looking for personal or career development. The response rate (94.7%) was excellent, with 31 classes participating. The survey instrument identified student status information, library usage patterns, and career information sources. A library was used at least once during the month by 199 (74.3%) of the respondents. Cuyahoga Community College libraries were used by 107 of these respondents. Usage patterns revealed that 34.7% of the respondents who reported using a library at least once during the month used more than one type of library, and 5% of these respondents reported using more than two types of libraries. This information suggests that public library usage complements usage of campus libraries. Public library usage patterns were consistent with the geographic area where each campus is located, resulting in high usage counts for Cleveland Public Library and Cuyahoga County Public Library. Newspapers and college resources were the most frequently used career information sources. Research data from this study supports the conclusion that Cuyahoga Community College provides student access to career information through general studies classes, counseling offices, and campus libraries. Appendices include the survey instrument. (Contains 19 references and 12 tables.) (Author/MES)

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CAREER INFORMATION CENTERS IN LIBRARIES: MEASUREMENT OF SERVICE AWARENESS

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A Master's Research Paper submitted to the
Kent State University School of Library and
Information Science
In partial fulfillment of the requirements
for the degree Master of Library Science

By

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March 1999

IR057551

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B.B.A., Kent State University, 1993

M.L.S., Kent State University, 1999

Approved by

Adviser Connie Van Fleet Date April 14, 1999

TABLE OF CONTENTS

TITLE PAGE i

APPROVAL PAGE ii

TABLE OF CONTENTS iii

LIST OF TABLES iv

ACKNOWLEDGMENTS v

CHAPTER I – INTRODUCTION 1

- Background for the Study 4
- Purpose of the Study 5
- Definitions of Terms 6
- Limitations of the Study 7

CHAPTER II – LITERATURE REVIEW 8

CHAPTER III – METHODOLOGY 15

CHAPTER IV – ANALYSIS OF DATA

- Demographics 18
- Library Usage Patterns 21
- Career Information Search Strategies 26
- Recommendations and Conclusion 33

APPENDICES

- Appendix A – Cover Letter for Survey Instrument 36
- Appendix B – Survey Instrument 37
- Appendix C – Human Subjects Approval Form (Kent State University) 38
- Appendix D – Human Subjects Approval Form (Cuyahoga Community College) 39
- Appendix E – Supplementary Tables 40

BIBLIOGRAPHY 44

LIST OF TABLES

Table 1 – Survey Participation: Course and Section Number by Campus 17

Table 2 – Student Status by Gender and Campus 19

Table 3 – Age Range by Course and Gender 20

Table 4 – Library Use During One Month Period 22

Table 5 – Library Usage by Type of Library 23

Table 6 – Frequency Table for Search Variable 26

Table 7 – Sources Used to Search for Career Information 28

Table 8 – Search Variable - Enrolled in General Studies Classes 29

Table 9 – Comparison for Search Variable Based on Gender and Student Status 32

Table 10 – Itemized List of Libraries Used by Type and Library Branch 40

Table 11 – Sources Searched Other than Specified Categories 42

Table 12 – Public Library (Branches) Used for Career Search 43

ACKNOWLEDGMENTS

Completion of my study would not have been possible without the support of several individuals. My Research Process instructor, Dr. Lois Buttlar reinforced my statistical knowledge and put it into a library related frame of reference. She guided me in the initial development of the topic and methodology. The Research Class provided a basic reference from which to complete the technical preparation of this paper. Dr. Connie Van Fleet, my research advisor, provided me with direction, keeping me on track throughout the process. She supported my choice of the SPSS statistical program, which enabled me to complete the whole process at home. Her suggested revisions on the proposal and draft of the research paper were clear and useful. Her work in expediting my proposal through the KSU Human Subjects Review Board provided a quick response and approval in time for me to begin this paper this past Fall Semester.

Mr. Robert Berger, CCC Counselor, gave me the highest amount of support in search of my topic. His support was instrumental in getting further support from the Dean of Student Affairs, the librarians involved in the Career Development Committee, and the faculty whose classes I surveyed. The following counselors assisted me in the questionnaire development phase and were sounding boards for me as I began to make inferences based on the data: Mr. Robert Berger, Dr. Kim Hripko-Jacob, Dr. Deborah Abbott, Ms. Marianne Buccini and Mr. Don Shrimplin. Each of the ten Eastern and Western Campus General Studies instructors gave me 100% support by letting their classes complete the surveys, even those classes in which I could not be present. Dr. Kenzig and the CCC Human Subject Review Board approved my proposal in time for me to conduct my research at the midterm of the Fall Semester before the end of the 8-week session.

Mr. Peter Ross, my supervisor and Director of the Western Campus Counseling and General Studies Departments, supported me throughout the entire process by eliciting support from his counterparts and approving my personal leave request for two days in order to visit the other two campuses.

The Directors of the Counseling and General Studies Departments at Metro and Eastern Campuses, (Dr. Manuel Pomales and Joanna Bacik), assisted me by supporting my research and encouraging their respective General Studies instructors to allow me into their classes to conduct the research. They also assisted with follow-up for those classes in which I could not be present. My counterparts at Metro and Eastern Campuses (Ms. Linda Miley and Ms. Karin Cole) were gracious enough to provide me with an office to use on the day I visited their respective campuses.

Professors Dennis Gabriel (English Department) and John Carbone (Counseling Department) both provided their grammatical expertise by proofreading the research proposal and completed draft of the research paper, making editorial suggestions on the structure and content.

Last, but not least, I need to thank my husband and daughter for helping me assemble the survey packets and assisting me with the data entry. Their patience and support allowed me to spend numerous hours at the computer while they handled household duties.

CHAPTER I

INTRODUCTION

A Gallup Survey entitled "National Survey of Working America" was conducted in 1990 for the National Career Development Association. Results of the survey found that 25% of the respondents (48 million people) indicated that they needed assistance in finding information about jobs. Further, 25% percent indicated that they had not used widely known sources of career information, such as newspapers, magazines, career information centers, or employment agencies.[1] These findings imply that libraries can fill a void and undertake the role of providing career information to people in their communities.[2]

The adoption of community education services during the 1970s enabled librarians to adapt to role changes and fostered the Education Information Center concept. This concept evolved from experiments providing educational assistance to adults to become more self-reliant and productive members of society. The 1976 Amendment to the Higher Education Act defined the Education Information Center concept as "an institution or agency . . . organized to provide educational information, guidance, counseling and referral services."[3]

Libraries are logical sites for career searchers to obtain information because they can provide resources that individuals would not be able to access elsewhere on their own and because libraries with Career Information Centers have trained staff and special collections of materials in various formats to assist these job searchers. Computer resources may contain

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[1] Nancy L. Larson, "Information Empowers People to Build Careers." *The Reference Librarian* 36 (1992): 8.

[2] Larson, 8.

[3] Joan Durrance and James A. Nelson, "Educational Information Centers Invest in People." *Public Libraries* 26 (Winter 1987): 154-155.

specialized career assessment software that would be difficult or impossible to access without the assistance of trained staff.[4]

Resources or services for the job seeker fall into the following categories: Self-identity, Education/Training, Job Search, and Career/Job Preparation.[5] Self-identity services may include assessment or intake interviews; helping, advising and counseling interviews; interpretation (findings of computer assessment program results); and motivation, support, and coping assistance.[6] Career Information Centers with trained professionals can assist job seekers with such educational and training needs as resume preparation, instruction on the use of the center's resources, and assistance in determining career direction through the interpretation of personal assessment profiles obtained from various print or electronic assessment programs.

A Career Information Center also needs to maintain a representative collection of college guides, employment directories, company profiles, or other reference sources. A Career Information Center must provide as many up-to-date resources that it can financially maintain because ***currency is vital.***

Functionally, Career Information Centers can provide a special space in a library set aside for consultation with a librarian, career consultant, or other staff trained specifically to address the needs of the unemployed or dislocated worker. Career centers in libraries can

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[4] Dominique Mikulec, "Education Information Centers in the Public Library." Service Paper submitted for Kent State University Public Libraries Class, Fall Semester 1998: 2.

[5] Byron Anderson, "Delivering Career and Job Information: A Place for Libraries." *The Reference Librarian* 36 (1992): 18-19.

[6] Joan Durrance, "Developing Need-Based Job and Career Information Services in Public Libraries." *Collection Building* 12 (1993): 107-109.

centralize job/career information and make it more accessible.[7] The Center should include at least one computer with various software programs geared to career guidance and with Internet access to websites for job search information. The presence of well trained library personnel may be the key component in service provision for career and job seekers. These trained professionals should be qualified to offer workshops on resume preparation as well as bibliographic instruction on the use of the materials in the center

Career Information Centers utilize some of the basic components of career counseling defined as a "continuing process of examining individual needs, goals, values, workplace issues . . . information about occupations, career ladders, employment opportunities . . . and other career issues."[8] Training for service providers must include developmental theories including choice and adjustment process theory. Minimally, librarians in Career Information Centers can do the following:

- Make patrons aware that career information is available.
- Identify self-help tools and books for personal exploration and the career development process.
- Become aware of resources in one's area including community colleges, universities, and social service agencies. Networking expands services.
- Make a monetary and practical commitment to locating timely and appropriate career materials.
- Sponsor a presentation on what resources are available in the library for career planning and development.
- Be creative with the selection of career resources.
- Provide space for Job Clubs or other support groups for those seeking employment. [9]

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[7] Anderson, 20.

[8] Larson, 9.

[9] Larson, 14-15.

Background for the Study

At least two career counseling centers have been in operation in northeast Ohio since the 1970s with varying degrees of support and success. The most widely known career information center in the Greater Cleveland area is InfoPLACE, located in the Maple Heights Regional Branch of the Cuyahoga County Public Library System. InfoPLACE was initially developed in the late 1970s by Jeanne Patterson to provide career services to adults and students. An expansion of this service was supported by the new director of CCPL, Patrick O'Brien, who obtained funds from the Library Services and Construction Act Grant (LSCA).[10, 11] This expansion called for additional staff and services and was renamed InfoPLACE. In addition to InfoPLACE, career centers can be found in several local colleges and universities throughout Northeast Ohio.

The Career Resource Room in the Western Campus Library of Cuyahoga Community College has been operational since the new building was built in 1975. During the past twenty years maintenance and functionality have been inconsistent. In 1996, a committee comprised of counselors, librarians, and career services personnel began working together to bring this center up to the standards of a viable Career Information Center. Recently, the Career Development Committee pursued and received funds from a grant to renovate the facility, expand services, and purchase resources for the Western Campus center. The Eastern Campus Library also has a small room set aside for bibliographic instruction and houses a separate limited career collection.

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[10] Linda Rome, "InfoPLACE: Career Counseling at Cuyahoga County." *Wilson Library Bulletin* 63 (January 1989): 74.

[11] Joan Durrance, "Public Libraries and Career Changers: Insights from Kellogg-Funded Sources." *Public Libraries* 30 (1991): 99.

A collegewide career center has very recently been developed and is housed at our Metropolitan Campus. The Career Information and Job Placement Center (CIJPC) targets the Cleveland business community as well as Cuyahoga Community College students. Its impact on our library-based Career Information Center is unknown at this time and is beyond the scope of this research project.

Data supplied by a vocational survey administered to new students during the 1996 Summer Orientation program at Cuyahoga Community College's Western Campus indicated a student need for the availability of accurate career/occupational information. Lacking such data, many students remained confused and undecided about their career goals. Seeing no purpose in their academic pursuits, students were at risk of discontinuing their studies at the College. The Career Center Enhancement Project was designed to fill an informational void and to aid in retention of such students.[12] Utilization figures for 1996 and 1997 were estimated and projected into 1998 for the grant proposal. Now that the Career Center Enhancement Project has been funded it will be necessary to make the services of this library-based center known to the college community.

Purpose of the Study

The general purpose of this research is to determine the level of awareness of the library as a viable source of career information. The goal of this study is to provide the results to be included as part of the evaluation measurement for continuation of the Career Center Enhancement Project at Cuyahoga Community College. The survey results will provide data for a needs analysis to expand the services to the Eastern and Metropolitan Campuses.

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[12] Cuyahoga Community College. "Futures Grant Concept Paper (Draft)," 1996.

Definitions of Terms

The terms Career Information Center and Education Information Center are used interchangeably throughout the literature review and research paper. The concepts and services are the same. Career Information Centers were designed to provide special locations and collections to facilitate access for independent learners in seeking vocational guidance.

General Studies is the term used for the program of study at Cuyahoga Community College designed for freshman students and students with specific developmental and career needs. The General Studies Program includes the following courses: Introduction to College (GEN 1000), Personal Development (GEN 1010), College Survival Strategies (GEN 1020), Information Literacy (GEN 1030), Career Exploration (GEN 1040), and Organizing Your Employment Campaign (GEN 1050). The Counseling Department at the three campuses administers the General Studies Program.

Counselors at Cuyahoga Community College are professionals who have been trained to provide career, academic, and personal counseling services to students. They possess a Master's Degree in Counseling or Social Work and are licensed by the State of Ohio. Librarians are professionals who possess a Master's Degree in Library or Information Science. Student Advisors in the Career Services Department include paraprofessionals with a Bachelor's Degree or those with a Master's Degree in Education or other counseling related field that have not completed the requirements necessary for licensing. Librarians and counselors at Cuyahoga Community College maintain faculty status, whereas student advisors do not. The student advisors coordinate job fairs and assists students with employment related functions, such as Resume Preparation or Cooperative Education

placement. All three categories are essential to the Career Resource Center Enhancement Project.

Limitations of the Study

Students in General Studies courses at Cuyahoga Community College represent a diverse population, including, but not limited to, adult students in transition, displaced workers, traditional college students, and students specifically seeking vocational guidance. Cuyahoga Community College General Studies students were chosen for the research study because they are a representative sample which can be generalized to community college students as a whole. In addition, the survey instrument identifies other career resource facilities that are currently used by the targeted population. This data can provide support for future research for career information centers as a whole in the Greater Cleveland area.

CHAPTER II

LITERATURE REVIEW

Services provided by these Career Information Centers have been written about widely in professional library journals. In fact, volume thirty-six of *The Reference Librarian* (1992) was dedicated to this important library service.

Joan Durrance referred to need-based strategies for providing services to adults in transitions. Marketing strategies included identifying the service by recognizable titles that convey to the public what to expect from the service. Increased access to the library's resources refers to the physical access to the resources provided. Sufficient numbers of computers, printers, printed materials arranged in a logical manner, and easily recognizable signage are all attempts at increased access. Programming includes workshops presented by the center's staff or by professionals in the community designed to enhance the connection between the library and the community. This may also duplicate as an outreach or marketing strategy. Connection to the community may also include networking with agencies in providing services that the Education Information Center is unable to provide because it falls outside of the scope of library services--a Social Service Agency, for example.

The literature identified and described different models and services provided by Education Information Centers or Career Information Centers. Byron Anderson identifies successful services provided by public libraries with Education Information Centers.

- The Enoch Pratt Free Library in Baltimore established a reciprocal referral career/job service by participation in Baltimore's Community Action Program. This involvement improved the library's image as a useable resource and allowed the librarian in the structure of other service providers.[13]

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[13] Ann R. Gehlen, "Libraries and Employability." *Library Trends* 35 (1986): 83-91. (Cited in Anderson, 31.)

- The COPES Center at the Flint [Michigan] Public Library traded a librarian position for a full time non-MLS career/job counselor. Among many activities, the Center works with ex-offenders referred to the Center by a local judge.[14]

The Memphis/Shelby County [Tennessee] Public Library and Information Center developed a new JOBLINC service in the form of a van (bookmobile) touring neighborhoods and distributing job information to the area's unemployed. This career outreach service was made possible by a $125,000 grant from the county's government that paid for the van, accompanying driver, and equipment. An additional $11,000 from LSCA grant funds paid for the services materials collection. The service includes two to four staff members, two computers with software, audiovisual equipment with programs for each format, a copier/FAX machine, phones, and job related printed materials. The goal was to provide job seekers with all they would need to find employment, including readiness counseling, interview techniques, resume preparation, job listings, and information about training.[15]

The Framingham Public Library's special collection of job and career related information is depended upon by its neighboring communities. They are part of the Minuteman Library Network. They have used their experience to write about unique issues confronting public libraries using the Internet to support job searches.

The Muncie Public Library [Indiana] provided a centralized collection of material selected by professional staff. The Muncie Public Library made a commitment to keeping current on the best resources available, including *National Job Bank*, *Encyclopedia Of Associations*, *Job Hunter's Sourcebook*, *Professional Careers Sourcebook*, and *Information Guide For Career Planning*. The Muncie Public Library provides adult programs and

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[14] Anderson, 31.

[15] "What's Blue & White and Offers Job Info?" *Library Journal* 115 (May 1, 1990): 22.

services. Their initiative entitled Project MUNCIE was so successful that the Muncie Public Library was the first library to be awarded the John Sessions Memorial Award in 1981 from the American Library Association. Computer access services called TEDS (Training and Educational Data Service), were so heavily used that it resulted in a need for more career information than a librarian could provide. This library is deeply committed to providing and services concerning schools, careers, and jobs and a priority is place on providing these services.[16]

The State Library of Pennsylvania established a program to work with unemployed adults. Funds received from a W. K. Kellogg Grant established six WORKPLACE sites. One of the most successful aspects of this model was the uniqueness of the program. A Training Plan was developed for librarians and service providers. The training program incorporated career theories including the Career Decision-making Wheel. Their model divides career information into four parts: Knowing oneself, knowing the world of work, making decisions, and taking action. Uniform training was possible because every WORKPLACE site received the same start up computer system, career guidance software, and video job search tutorial. The service and model has expanded through Job Training Partnership Act funding. The lessons learned from this model were incorporated into future training for librarians to work with the unemployed. The librarians were considered the most effective resource.[17]

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[16] Beth Ann Krohler, Career Information: One Library's Services." *The Reference Librarian* 36 (1992): 101.

[17] Stephen Mark Mallinger, "The Training of Librarians to Work with the Adult Unemployed: The Pennsylvania Model." *The Reference Librarian* 36 (1992): 46-49.

Jeanne Patterson described the primary role of the InfoPLACE model as adult learning and development. The Center establishes career counseling goals and services for workers in transition.[18] InfoPLACE has published several text quality publications that they continue to distribute widely. *A Guide to Survival and Job Search For--The Unemployed--The Underemployed--The Career Changer, And--The Reentry Worker* focuses on career counseling and describes the services of the center. *The Resume Preparation Guide* is a text quality guide discusses planning, format, lists of action words and basic business letter forms. *The Job Finding Sourcebook* is primarily a personal assessment tool.[19]

Several public libraries in the Chicago, Illinois, area have formed partnerships between career planning and placement professions and librarians to facilitate the job search process. Bruce Bloom identifies successful examples of libraries providing specialized career information programs or services.

- The Skokie Public Library became involved in job search programs in 1986 through the sponsorship of workshops and networking to meet the overwhelming increase in request for job/career information.[20] Since 1998 it has sponsored lectures featuring the distinguished career writer Marilyn Moates Kennedy.
- The Cook Memorial Library sponsored job search seminars emphasizing resume preparation as well as interview preparation, practice, and follow up.
- The Schaumburg Township Public Library hosted a Self-help Employment Development Program (SHED), forming a unique partnership with the Catholic Charities' successful SHED program. The program focused on determining one's strengths and weaknesses, planning for change, and the use of assessment inventories such as the Strong-Campbell and Myers-Briggs interest inventories.

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[18] Martin Eliot Jaffe, "Whither the Working Class? Library Career Planning Service for Workers in Transition." *The Reference Librarian* 36 (1992): 83-85.

[19] Rome, 74.

[20] Bruce Bloom, "Libraries and Career Planning and Placement Professionals: Partnerships in Assisting Job Seekers." *The Reference Librarian* 36 (1992): 90.

- The Chicago Public Library focuses on three types of users: those seeking company information for interviews; those trying to put together a list of potential employers; and those looking for tips on choosing careers. The purpose of its workshops were to encourage an awareness of the variety of available resources; the kinds of questions that reference librarians should be asked, help participants to understand how competition for employment is great, and assist job seekers to become more sophisticated in their searches.[21]

- The Lake Forest Career Resource Center is free to job seekers and employers because it is funded by a local church and is staffed by volunteers with a background in career counseling. They provide an impressive array of services. In addition to their regular services they have a monthly job support group.[22]

The literature reviewed discussed several major issues that affect the services provided by Education Information Centers. Martin Jaffe, a Career Consultant for InfoPLACE, detailed the local career transition issues facing this area's working class that served as the impetus for creating Education Information Centers and specifically InfoPLACE. He referred predominantly to issues for "blue collar males" who were displaced in the late 1970s and 1980s as a result of closed down steel and auto plants.

Access and training issues were identified and described in Rebecca Berkowitz's article in *The Reference Librarian* (1996).[23] Access issues included hardware, software, and type of connection. Patrons must learn how to use each of the different platforms or protocols. Site licenses restrict the number of users at any given time, which may limit logons at remote sites. Computers must be equipped with sufficient memory to be able to search the Internet and utilize the various gophers. Printers and paper for these computers take up a considerable portion of the program's budget. Several computers with printers are needed in an Education Information Center because users may need a considerable amount of

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[21] Bloom, 91-94.

[22] Bloom, 95.

time to complete an assessment program or to search the Internet, thus posing a space and time problem for the library.

Training issues were identified in several of the articles reviewed. This was cited as an important issue because the level of training greatly affects the service provided in any given library. Librarians and career consultants or counselors need to work together to provide an optimal level of service. Professional or educational training for librarians and career counselors are different, therefore cross-training of the staff in an Education Information Center is highly suggested. In addition to the basic training of the staff providing the service, continuing education is necessary to keep professionals abreast of the abundant literature and resources. The individual users of the service require training to be able to locate the information available to them. The staff person (Librarian or Career Consultant) must be able to teach a user how to utilize the various software programs and electronic assessment tools. Other library staff must be given at least minimal training in order to provide the required service in the absence of the regular Education Information Center staff.

Jeanne Patterson from the Cuyahoga County Public Library stated that an important issue facing librarians was "meeting the information needs of diverse groups of people who may not have been traditional library users." These groups include "adults in transition, job seekers, and those looking for new career direction."[24]

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[23] Rebecca Berkowitz, "Job Searching on the Internet: A Public Library Perspective." *The Reference Librarian* 55 (1996): 100-101.

[24] Jeanne Patterson, "Alternative Education Programs Section (AEPS)" in "Professional Views - Important Issues to Public Libraries: Section Presidents' Views." *Public Libraries* 28 (July/August 1989): 199-200.

These issues are hurdles that can be overcome with appropriate commitment to the library philosophy and mission from the library system administration and the service providers. The future offers a secure place for public libraries with Education Information Centers because of the support from the Public Library Association, American Library Association, and the Kellogg Foundation. This support is possible because Education Information Centers are considered "accessible to every element of the population and perceived as neutral, consumer-oriented, and non-threatening."[25] The plethora of websites and links make it easier for the job seeker to locate sources of information. However, this information will continue to get more varied and complicated necessitating libraries to update their resources and training for the service providers.

Joan Durrance referred to the National Gallup Survey conducted in 1990, mentioned earlier in this paper, which showed that almost two-thirds of Americans would seek more information about career options if they had to chance to do it over.[26] Libraries will continue to be the logical site for comprehensive career information for job searchers. Martin Sable also addressed the need for vocational guidance services in libraries as well as the need for trained career information professionals to provide such services to students in high schools, colleges, and universities. He described the plight of those in the labor market that did not have the opportunity for career or vocational guidance prior to choosing a career and completing an educational plan.[27]

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[25] Durrance and Nelson, *PL* (1987): 155.

[26] National Career Development Association (NCDA), *Work In America: Findings Of A Gallup Poll*, (Washington, DC: National Occupational Information Committee, 1990) as cited in Durrance, *Collection Building* (1993): 105.

[27] Martin Howard Sable, "Educational-Vocational Guidance." *International Library Review* 20 (July 1988): 362-363.

CHAPTER III

METHODOLOGY

The research was conducted utilizing a survey instrument designed to identify levels of awareness of library-based career information centers. The demographic information on the survey instrument was designed to provide information to generalize the results across the Cuyahoga Community College population as a whole. Approval from the Human Subjects Review Boards at both Kent State University and Cuyahoga Community College was obtained prior to contacting the instructors and distributing the surveys at the three campuses. Survey packets for 38 General Studies sections were distributed to instructors to be completed during class time during the midterm period of Fall Semester 1998 (October 1998) at all three campuses of Cuyahoga Community College. A list of course sections completing the surveys is identified in Table 1 found on page 17.

Every one of the 16 sections of General Studies courses at the Western and Eastern participated in the research. Fifteen out of 23 sections of General Studies courses participated at the Metropolitan Campus. The study resulted in completion of 268 valid surveys. A packet of four surveys was completed but returned after the data and first draft was completed. Twelve students chose not to complete the survey and returned the instrument with an "X" marked on them to differentiate them from those students returning the survey because they were under 18 years of age. Students under the age of 18 were instructed not to complete the survey and consequently three students returned the survey marked accordingly. Two students returned their surveys because they had already completed one in another General Studies class. These five surveys were not counted against the total submitted for the response rate. Although the response rate was excellent (94.7%)

and yielded a sufficient number of surveys for analysis, the overall response was lower than expected based on original enrollment data for Fall Semester 1998. This was due to low attendance in many of the classes surveyed.

Numerical data was analyzed from the frequency tables and cross-tabulated charts produced by the statistical program (SPSS 8.0-Student Version) and Microsoft Excel. Descriptive and non-numerical data was analyzed from frequency tables and cross-tabulated charts.

The steps followed included

1. Refine questionnaire in order to obtain relevant data.
2. Purchase and learn how to use the SPSS 8.0 statistical program.
3. Pre-code the questionnaire for variables to be entered into the statistical program.
4. Enter and define variables.
5. Enter data into statistical program.
6. Refine variables as needed for consistency of descriptive data.
7. Process data to produce frequency statistics and cross-tabulations in the statistical program.
8. Refine and manipulate unwieldy output in Microsoft Excel.
9. Produce relevant and summarized frequency tables and cross-tabulated charts.
10. Interpret and describe data.

Table 1

Survey Participation: Course and Section Number by Campus

Course Title	Section #	Campus East	Metro	West	Total
Introduction to College	83237			2	2
GEN 1000	83968		6		6
	83970		8		8
	Total		14	2	16
Personal Development	82857			9	9
GEN 1010	82858			7	7
	84128	5			5
	84129	3			3
	Total	8		16	24
College Survival Strategies	82859			14	14
GEN 1020	82860			15	15
	82861			10	10
	83995		4		4
	83996		14		14
	83997		16		16
	83998		15		15
	83999		5		5
	84000		2		2
	84003		6		6
	84005		13		13
	84006		10		10
	84132	6			6
	84133	10			10
	84196		6		6
	Total	16	91	39	146
Information Literacy	84029		3		3
GEN 1030	Total		3		3
Career Exploration	82863			18	18
GEN 1040	82864			19	19
	82865			6	6
	83186			17	17
	84007		7		7
	84137	7			7
	84138	5			5
	Total	12	7	60	79
Total per Campus		36	115	117	268

CHAPTER IV

ANALYSIS OF DATA

Cuyahoga Community College is a public two year post-secondary educational institution with three campuses strategically located to enable the most convenient access to education within the county. Because Cuyahoga Community College is an open-access and commuter college, the students cannot be compared to freshman students in residential four-year institutions of higher education within the same geographical area. The data provided from responses on surveys characterize the students enrolled in General Studies courses at Cuyahoga Community College, specifically demographic information (course section, campus, student status, gender, and age), library usage information, and career information or job search strategies.

Demographics

Traditionally, freshman oriented courses within the General Studies Division include such as Introduction to College (GEN 1000) and College Survival Strategies (GEN 1020). Comparisons of frequencies for student status and age range demonstrate that the majority of students in these classes are full-time students in the 18-25 age range. This information is consistent whether tabulated by course, student status, campus, or age range. Tables 2 and 3 demonstrate the clearest representation of this data.

Further age inferences indicate that although the highest number of respondents fall within the 18-25 year range, a significant number of respondents fall in the subsequent age ranges, especially in the College Survival Strategies and Career Exploration classes. It is should be noted that that these courses also represent the highest number of respondents for the survey as represented in Table 1 on page 17.

Table 2

Student Status by Gender and Campus

Gender [1]	Student Status	Campus East	Metro	West	Total
Female	Full-time	16	53	53	122
	Not Reported	1	1		2
	Part-Time	5	20	18	43
	Total	22	74	71	167
Male	Full-time	10	31	34	75
	Not Reported			1	1
	Part-Time	4	8	11	23
	Total	14	39	46	99

Note [1] Gender was not reported for 2 Full-Time Students at Metro Campus

Females are represented in higher numbers for students enrolled in any of the General Studies courses. Class rank could not be determined from the data provided. Of the 268 surveys collected, at least 63 respondents (23.5%) did not respond or responded inappropriately to the question on number of credits completed, thereby invalidating this question and preventing any data inferences.

Table 3

Age Range by Course and Gender

General Studies Course	Age Range	Gender [1] Female	Male	Total
Introduction to College	Not reported			
GEN 1000	18-25	5	6	11
	26-32	2		2
	33-40		1	1
	41-50		1	1
	51-60		1	1
	Total	7	9	16
Personal Development	Not reported		1	1
GEN 1010	18-25	9	8	17
	33-40		1	1
	41-50	3		3
	51-60	2		2
	Total	14	10	24
College Survival Strategies	Not reported	1		1
GEN 1020	18-25	68	44	114
	26-32	12	5	17
	33-40	6	1	7
	41-50	6	1	7
	Total [1]	93	51	146
Information Literacy	Not reported			
GEN 1030	18-25	2		2
	33-40	1		1
	Total	3		3
Career Exploration	Not reported			
GEN 1040	18-25	38	28	66
	26-32	4	1	5
	33-40	4		4
	41-50	4		4
	Total	50	29	79
Gender Totals		167	99	268

Note [1] Total includes 2 respondents not reporting their Gender in the 18-25 Age Range for GEN 1020.

Library Usage Patterns

The next set of data involved library usage patterns. The responses to these questions were interesting and significant to report. The libraries used in this section differ from the libraries used in response to questions about career and job searches; therefore they are represented and discussed separately. The timing for survey distribution proved to be significant. The surveys were distributed and completed during October 1998, thereby including classes completing the first-8-week session and at the midpoint of the full 16-week session of Fall Semester. Administration of the survey during this peak period resulted in higher library usage rates than if the time period included the summer prior to the beginning of the Fall Semester.

The data collected for this question indicates that 255 (95.1%) of the respondents provided a valid answer for the number of times they used a library during the period mid-September through October 1998. Of these respondents, 199 (78%) used a library within the month covered by the survey instrument. Note that 56 (21.9%) of the valid responses indicated that they did not use a library within the month. This is differentiated from the 13 respondents who did not answer the question as noted in Table 4. Based on the total number of valid responses for this question (n=255), the 199 library users can be broken down into the following pattern: 41 (16%) respondents reported using a library once per month during the period; 119 (46.6%) reported that they used a library 2 to 7 times per month; 36 (14.1%) reported using a library 8 to 25 times per month; and 3 (1%) respondents reported at least daily use of a library each month during the period. The frequency table provided by the statistical program represented an array of usage ranging from zero to 40 uses per month.

The usage percentages on Table 4 represents this information in multiples of 7 uses per month.

Table 4

Library Use During One Month Period
(n=255)

Library Use - Range	Frequency	% of Response	Cum. %
No use	56	22.0%	22.0%
1 to 7	160	62.7%	84.7%
8 to 14	29	11.4%	96.1%
15 to 21	6	2.4%	98.4%
21 to 28	2	0.8%	99.2%
29 to 35	0	0.0%	99.2%
36 to 42	2	0.8%	100.0%
Total responses	255	100%	

Notes: Time period covers mid-September 1998 through October 1998
In addition to the 255 responses, 13 (4.9%) did not respond to this item.

The difference between the missing responses and specific responses of "no use" is less significant in the representation of specific types of libraries used. What is important, and difficult to represent in a tabular format, is the number of students who use more than one type of library on a regular basis. The frequency tables provided by the statistical program listing the occurrence of each library branch as a first, second, or third type of library used does not reflect an individual student's pattern of usage. Therefore the number of respondents who used more than one or two types libraries was calculated from the itemized list and summarized in the Notes section at the bottom of Table 5.

Table 5

Library Use By Type of Library (n=199)

Type	Name of Library	Total Usage by Library Frequency	Percent
Public Library			
	Cleveland Public Library	69	34.7%
	Cuyahoga County Public Library	62	31.2%
	No Name Specified	15	7.5%
	Medina County District Library	9	4.5%
	Shaker Heights Public Library	6	3.0%
	Euclid Public Library	5	2.5%
	Porter Public Library (Westlake, OH)	5	2.5%
	Cleveland Hts.-University Hts. Public Library	4	2.0%
	East Cleveland Public Library	4	2.0%
	Lakewood Public Library	3	1.5%
	Rocky River Public Library	2	1.0%
	Twinsburg Public Library	2	1.0%
	Bainbridge Public Library	1	0.5%
	Elyria Public Library	1	0.5%
	Lorain Public Library	1	0.5%
	Total - Public Library	189	95.0%
School/College Library			
	Cuyahoga Community College Libraries	107	53.8%
	No Name Specified	16	8.0%
	Cleveland State University Library	2	1.0%
	Akron University Library	1	0.5%
	Case-Western Reserve University Library	1	0.5%
	East Tech High School Library	1	0.5%
	Kent State University Library	1	0.5%
	Ohio State University Library	1	0.5%
	Villa Angela High School Library	1	0.5%
	Total - School/Public Library	131	65.8%
Other Type of Library			
	Home Computer	3	1.5%
	Internet	2	1.0%
	No Name or Type Specified	1	0.5%
	Home Library	1	0.5%
	Total - Other Type of Library	7	3.5%
Total for all types of Libraries (See Notes)		327	

Notes: Based on the 199 respondents who reported using a library at least once during the specified time period, the following additional information is provided.

[1] More than one type of library was indicated	69	34.6%
[2] More than two types of libraries were indicated	10	5.0%

Among the 199 respondents who indicated that they used a library during the period mid-September to October 1998, some of the respondents checked a type of library but did not specify the individual library or branch they used most frequently. This general lack of specificity was prevalent in this portion of the survey instrument, accounting for a total of 32 instances (15 public library; 16 school/college library category; and 1 other type library). In these cases, the term "No Name Specified" is used. This lack of specificity was also evident in the identification of branches used. Respondents reported Cleveland Public Library with no branch specified or Tri-C with any campus specified. As a result, it was more feasible to compile a list condensing and totaling the usage for each library system, rather than including the itemized list of individual responses. This data is represented in Table 5 on the previous page. In addition, an itemized list by individual branch or library name was compiled and is included in Appendix E, Table 9.

The data demonstrates similar usage frequency for both the Cleveland Public Library and the Cuyahoga County Public Library. Based on the 199 respondents reporting library usage, public libraries were used by 189 respondents. Every public library system in Cuyahoga County is represented along with public libraries in neighboring Medina and Lorain Counties. Within the itemized breakdown of library branches used, the Cleveland Public Library, (identified either by main branch on generally) was used most often (29), followed by the Strongsville (11) and Parma Regional Branches (7) of the Cuyahoga County Public Library. It was disappointing that, with the InfoPLACE facility so widely known throughout the Cuyahoga County Public Library System, the usage for the Maple Heights Regional Branch was not higher than the 5 reported. The public library usage patterns closely reflect the geographic areas where each campus is located. For example, the students

at the Metropolitan and Eastern Campuses reported most of the usage at the Cleveland Public Library and its branches, whereas the Western Campus students reported the heavy usage of the Cuyahoga County Public Library and neighboring Medina and Lorain County libraries. This inference became quite obvious while entering the data.

Concurrently, school or college libraries were reported to be used by 131 respondents and another type of library was used by 7 respondents. Of the 199 respondents who reported having used a library within the specified time period, 69 (34.7%) reported using more than one type of library and 10 (5%) reported using more than two types of libraries. This accounts for the high and overlapping usage of the public and campus libraries as detailed in Table 5.

The campus libraries of Cuyahoga Community College were reported to be used 107 times (39.9%). In addition to this specific reported use, 16 identified using a school or college library but did not specify the name of the school or college library. In addition to the heavy use of the Cuyahoga Community College libraries was a scattering of other school or college libraries. Each of these libraries is indicated on the condensed list in Table 5. The high usage for Cuyahoga Community College libraries is indicative of the accessibility of each campus to the student community. Each campus library includes a substantial reference and periodical collection, book materials that support the curricular programs at the particular campus, and student computer facilities. The Eastern and Western Campus Libraries also house a separate career collection within their library. Another reason for the high use of the Cuyahoga Community College libraries is the opportunity for the students in each of the General Studies classes to visit and learn how to use the campus library as part of their course curriculum. This library exposure is essential for a student's experience in college.

The responses listed in the other type of library category were quite interesting. There was a lot of leeway available for the student to answer this question. One of the respondents listed a home computer as the only type of library used, whereas the remaining six respondents used home computers, home libraries, or the Internet to supplement their library accessibility. By listing home computers as a type of library, one would have to question in what way these respondents consider their computer to be a type of library. There are two explanations: they either use the Internet for information needs; or they dial up to a library to do research and to look up books. If this research were repeated at a later date, the numbers would most likely increase.

Career Information Search Strategies

The last portion of the survey instrument dealt with the students' search for career information. They were asked how many times they searched for career information within the past six months. This question was followed by a series of sources where they would be most apt to search for career information. Multiple answers were encouraged and room for additional descriptive information about some of the sources was provided.

Table 6

Frequency Table for Career Search Question (n=268)

Responses	Frequency	Percentage	Cum. %
No	85	31.7%	31.7%
Yes	183	68.3%	100.0%
Total	268	100.0%	

The data in Table 6 clearly indicates that the number of respondents searching for career information within the past six months was more than double those not searching for career information. The following inferences are based on the number of students

responding yes to the search question. A series of tables to represent the data from these responses follow.

The 183 positive responses to the career search question represents 68.3% of the total (268) responses. Frequency percentages for specific sources used were calculated based only on these positive responses as reflected in Table 7. Respondents were able to select as many sources as listed on the survey, therefore the frequency percentage for each source was calculated independently on the positive responses. The public library usage indicated in this section differs from the public library usage in the preceding section because it is limited to a search for career information and does not include the use of the public library for other purposes.

Newspaper usage (83) accounts for the highest percentage (45.4%) of those who searched for career information within the past six months. This is a high number in comparison to the other sources searched. In addition to announcing what positions are available in a geographic area, the job classified section in a newspaper can provide a career searcher with information on employability and salary trends. In addition, information provided in a job advertisement can assist the job seeker to determine or individual training needs based on the required skills or computer knowledge being sought in an area.

Table 7

Sources Used to Search for Career Information (n=183)

Career Sources	Frequency	%
Newspaper	83	45.4%
CCC General Studies Class	57	31.1%
Campus Counseling Office	51	27.9%
Internet	48	26.2%
Campus Library	44	24.0%
Other than specified sources	38	20.8%
Public Library	37	20.2%
Career Resource Collection (E or W)	23	12.6%
State or Vocational Agency	12	6.6%
Career Services Center	7	3.8%
Attended Workshop	5	2.7%
InfoPLACE	1	0.5%

Note: Respondents were able to select more than one source variable, therefore each of the frequencies represented are mutually exclusive.

General Studies Classes were reported to be a source for career information by 57 respondents. Of these respondents 49 (86%) reported enrolling in the Career Exploration Class (GEN 1040) for the purpose of obtaining career information as reflected in Table 8. These figures prompted a review of the original data, where it was discovered that of the 49 students enrolled in Career Exploration Classes (GEN 1040) at Eastern and Western Campuses, 23 were aware of and utilized the Career Resource Collections at these campuses. The resulting data demonstrates that these courses have been instrumental in making students aware of the diversity of career information available to them at Cuyahoga Community College.

Table 8

Search Variable - Enrolled in General Studies Class (n=57)

	Frequency	Percent	Cum. %
Not Specified	1	1.8%	1.8%
Introduction to College (GEN 1000)	1	1.8%	3.6%
College Survival Strategies (GEN 1020)	6	10.5%	14.1%
Career Exploration (GEN 1040)	49	86.0%	100.0%
Total	57	100.0%	

Comparatively, 51 (31.1%) respondents reported using the campus counseling offices as a source for career information. These numbers may be close in frequency because the General Studies courses are administered through the Counseling Departments at each campus.

The Internet, as a source for career information, ranked relatively high in usage (48) with the college-based resources previously described. The plethora of career information publications and job links now available on the Internet make this source fundamental to the career searcher. Resumes on the Internet can suggest career paths followed in various fields as well as provide various samples and techniques in resume preparation. The most useful aspect of using the Internet for career information is the interconnectivity of links between various career resources including college career centers, governmental agencies, professional organizations, and valuable career publications such as the *Occupational Outlook Handbook, Dictionary of Occupational Titles,* and *What Color is Your Parachute*, to name a few.

The campus library was cited as a source of career information by 44 (24.0%) of the 183 respondents. This number is only slightly higher than the number reported for the public library but there was considerable overlap among several of the sources in the raw data.

The "other" search category prompted some interesting responses and account for 20.8% of the respondents searching for career information in other than the specified categories identified on the survey instrument. Personal referrals, friends and co-workers, and career resources available at other colleges and universities were identified. Additional Cuyahoga Community College resources were identified specifically in this section and included the Career Collection, College Catalog, Cooperative Education Office, Financial Aid Office, and the Health Career Enrollment Center. This information is represented in Table 10 located in the appendices.

The Public Library was specifically identified by 37 (20.2%) respondents searching for career information. The individual libraries, or branches, were distributed widely, ranging from 6 to 1 uses per library. The results mirrored the pattern of the branches described in the previous usage distribution with the Cleveland Public Library and Cuyahoga County Public Library leading the list. The public libraries used for career information were identified specifically for this purpose necessitating a separate listing and are represented in Table 11 located in the appendices.

The use of the Career Resource Collection at the Western and Eastern Campuses was low (23) in comparison to the use (44) of the campus libraries. It should be pointed out, though, that these 23 respondents also reported use of the campus libraries. This is appropriate because these collections are housed within the campus libraries at the Western and Eastern Campuses. This low frequency for the use of the Career Resource Rooms at the

Eastern and Western Campuses was disappointing but not surprising. This data can be used to assess the need for better marketing strategies for these collections. Steps to improve this situation have already been taken. Enhancements for the Career Information Center at the Western Campus have been made thanks to a $10,000 grant approved in 1997-98. The book collection has been weeded and current resources have replaced obsolete materials. A computer workstation has been installed and appropriate career program software has been purchased for this center. In October 1998, librarians, career advisors, and counselors were trained on the new Discover software program.

On the lower end, but nevertheless important enough to be listed, are the respondents who reported using state or vocational agencies and attending workshops to obtain career information. The Cuyahoga County Bureau of Vocational Rehabilitation was specifically identified by at least one respondent utilizing a state or vocational agency.

The Career Services Center was reported to be used by 7 of the 183 respondents. This number is surprising low in light of the fact that the Career Services Centers at Cuyahoga Community College are responsible for hosting several career fairs during the academic year. Cuyahoga Community College's new Career Information and Job Placement Center (CIJPC) at the Metro Campus was not included in this research because it was in development at the time of my proposal and was not considered a library-based career information center.

The single response for InfoPLACE is included in one of the five respondents reporting use of the Maple Heights Regional Branch of the Cuyahoga County Public Library. InfoPLACE offers wonderful links to various career resources through its web site. Data is

not available to suggest that the frequency for Internet use subsumes use of InfoPLACE, thereby generating a higher frequency count.

Having reported the descriptive data, the next inference to be made was the type of students who reported searching for career information. A comparison based on gender and student status indicated that twice as many female full-time students were searching for career information than male full-time and part-time students. This also holds true for part-time female students. There was little or no variability on gender for full-time students reporting that they were not searching for career information. Twice as many full-time students (132) searched for career information than any other category listed. The data may suggest that part-time students not searching for career information may already have clear career goals and enroll in those college courses necessary to obtain specific vocational training.

Table 9

Comparison for Search Variable Based on Gender and Student Status

Searched for Career Information		Student Status			
		FT Student	Not Reported	PT Student	Total
No	Male	32	1	5	38
	Female	35		12	47
	Total	67	1	17	85
Yes	Not Reported	2			2
	Male	43		18	61
	Female	87	2	31	120
	Total	132	2	49	183

Further inferences regarding search variables were unable to be made due to the invalidity of the credit hour question. This information would have demonstrated how close

students were to completion of their academic studies before they planned to enter the job market and how it related to the sources used to obtain career information.

Recommendations and Conclusion

The subject matter and resulting data obtained in this study warrant further research and follow-up. It seemed that there was little distinction made by the respondent between searching for career information or looking for a job. The locations students searched for career resource information may be indicative of this lack of distinction. Reporting such sources as newspaper and the Internet may suggest that these students may be searching for job information. This is not to say that these students are searching only for job information by using newspapers and the Internet. Based on the variety of uses cited previously for newspapers and the Internet, students may be savvy enough to be utilizing these sources for both job seeking and career information purposes. On the other hand, identifying General Studies classes, Counseling Centers, or libraries, most likely represent students who have been searching for career information. Additional questions could be added to a revised survey instrument to extract this information in a less ambiguous manner. For example, a variable to identify students' perception of job searching as compared to searching for career information. Clarification of these variables would have explained how the newspaper, Internet, and the home computer are being used to search for career information.

The low number of part-time students reporting that they searched for career information may suggest that these students may already be employed, however, there is no data to support this inference. One student specifically stated she was not searching for career information because she was already employed. This may be true in the majority of the responses of non-searching respondents. In any subsequent study on this topic a question

should be included to identify whether the respondents were currently employed, and if so, why they were searching for career information. This clarification can provide useful information on vocational education trends.

The demographic section of the survey instrument does not request data on specific educational goals. The data collected requesting number of credit hours completed was invalidated but would not have provided this information. For many students, Cuyahoga Community College is their only available educational avenue into the job market. Students may begin a four year degree, take non-credit classes for personal or career enrichment, or complete short term vocational training. It is difficult to determine at what point, career information, or job seeking information is being sought. It is the responsibility of the college's academic resources to provide the information to assist a student in their search. Overall, the research study produced positive data regarding college resources such as the General Studies Program, Campus Counseling Offices, and the Campus Libraries. The results suggest that these college departments are recognized as instrumental in providing student access to career information.

Conducting research of this type is a learning experience in itself. Obtaining data that could be tabulated and analyzed should be a major consideration in any repeated study for this information. SPSS 8.0 is a powerful program--one, which could be even more useful with a survey instrument designed to be less nominal and more numeric. Additional knowledge of statistical analyses would further complement the use of this tool for research purposes.

The need for better marketing is suggested for resources such as InfoPLACE, Cuyahoga Community College's Career Services Centers, and the career collections at

Eastern and Western campuses based on the low frequency counts represented in Table 7. The use of General Studies students allowed more control over the survey implementation than a random sampling of entering freshman students. The subject is important and information of this type will continue to be needed to assess the Career Information Center Enhancement Project at the College, especially in light of the new Career Information and Job Placement Center, which is not currently library-based. Involvement from librarians and counselors is needed to bring the concepts of these two centers together. In the meantime, better marketing of library-based career information services available to the students is needed. Generally, it can be implied that students who know of the existence of career information services are more likely to utilize these services, whether or not they are library-based.

The most positive factor in surveying this population resulted in data that supports the mission of providing career information to the students at Cuyahoga Community College through its Counseling Offices, General Studies curriculum, Libraries, and Career Services Centers. As these four areas continue to work together to provide this information to students, they become an even more valuable asset to the college community and need to be recognized as such.

APPENDICES

APPENDIX A

Cover letter for Survey Instrument

School of Library and Information Science
(330) 672-2782
Fax (330) 672-7965

Kent STATE UNIVERSITY
P. O. Box 5190, Kent, Ohio 44242-0001

Re: Career Resource Centers In Libraries: Measurement of Service Awareness

October 6, 1998

Dear General Studies Instructor and Student:

I am a graduate student in the School of Library and Information Science at Kent State University. As part of the requirements for my master's degree I am conducting a study to measure adult students' (18 years of age and over) awareness of career resource services in libraries. The enclosed questionnaire elicits information that will help me to measure the level of awareness of the career resources available to students at Cuyahoga Community College. This information will prove useful to librarians, counselors, and career practitioners as they implement the Career Center Enhancement Project.

Confidentiality and anonymity are guaranteed as you do not need to sign your name to individual questionnaires. Only the investigator has access to the survey data. There is no penalty of any kind if you should choose not to participate in this study or if you would withdraw from participation at any time. Please do not complete the survey if you are under 18 years of age. While your cooperation is essential to the success of this study, it is, of course, voluntary. A copy of the results of the study will be available upon request.

If you have any further questions, please contact me at (440) 572-3957 or Dr. Connie Van Fleet, my research advisor, at (330) 672-2782. If you have any further questions regarding research at Kent State University you may contact Dr. M. Thomas Jones at (330) 672-2851.

Thank you very much for your cooperation; it is much appreciated. You may return the questionnaires to me in the envelope provided at the following address:

Dominique Mikulec
Counseling Office (G-108S)
Western Campus

Sincerely,

Dominique Mikulec

Dominique Mikulec
Graduate Student

APPENDIX B

Survey Instrument

Kent State University - School of Library and Information Science
Masters Research Study

Career Resource Centers In Libraries: Measurement of Service Awareness

(Population - Students in General Studies Courses at Cuyahoga Community College)

Course Number: _____ Section Number _____ Campus _____

Please check one: _____ Full Time Student _____ Part Time Student

Please check one: _____ Male _____ Female

Age range:

18-25	_____	41-50	_____
26-32	_____	51-60	_____
33-40	_____	61 & over	_____

Number credits completed above high school level including current semester: _____

How many times have you used a library within the last month? _____

Which library do you use most frequently? (Please identify name and location of library.)

School/College Library _____
Public Library _____
Other Library _____

Have you looked for career/job information in the past six months?: ____ Yes _____ No

If yes, where did you look for career information? (Please check all that apply.)

_____ CCC Class - Title: _____
_____ CCC Library - Campus: _____
_____ CCC Career Resource Room (Western Campus, G-111H)
_____ CCC Counseling Office - Campus: _____
_____ CCC Career Service Department - Campus _____
_____ Public Library - Branch _____
_____ CCPL InfoPLACE (Maple Heights Regional Branch)
_____ Attended career workshop – Please specify title and location:
_____
_____ Newspaper
_____ Internet
_____ State or vocational agency
_____ Other – Please specify _____

Thank you for taking the time to complete this survey. Please give it to your instructor to return to me in the envelope provided c/o Western Campus Counseling Department (G-108S).

Dominique Mikulec, Kent State University Graduate Student

APPENDIX C

Human Subject Review Committee Approval Form

Kent State University

August 1998

The approval form is on file in the Kent State University School of Library and Information Science Administrative Office.

APPENDIX D

Human Subject Review Committee Approval Form

Cuyahoga Community College

October 1998

Cuyahoga Community College
Human Subjects Review Committee
Notice of Review and Approval

To: Dominique Mikulec

Subject: **Notice of**
- ☒ Review and approval
- ☐ Exemption

The Human Subjects Review Committeee of Cuyahoga Community College has reviewed and approved your proposal entitled:

Career Resource Centers in Libraries: Measurement of Service Awareness

You are advised that with respect to:
4. the rights and welfare of the individual(s) involved;
5. the appropriateness of the methods used to secure informed consent; and
6. the risks and potential benefits of the investigation.

The Human Subjects Review Committee has reviewed your proposal and does consider your project to be:

- ☐ Exempt
- ☒ Fully acceptable (without reservations)
- ☐ Acceptable with the reservations noted below
- ☐ Not acceptable for the reasons noted below

Follow up: The Human Subjects Research Committee requests a status report on this project prior to the following date: September 30, 1999

Approval date: September 20, 1998

Signed for the Committee by:

Stephen R. Kenzig

Dr. Stephen R. Kenzig, Chairperson of HSRC
Assistant Dean of Liberal Arts
Western Campus

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APPENDIX E

SUPPLEMENTARY TABLES

Table 10

Itemized List of of Libraries Used by Type and Library (Branch)

Library Type	Name of Library	Total Usage Per Library
PUBLIC	CPL - Main Branch	19
	No Library Name Specified	15
	CCPL - Strongsville Branch	11
	Cleveland Public Library	10
	CCPL - Parma Regional Branch	7
	Shaker Heights Public Library	6
	Euclid Public Library	5
	Porter Public Library (Westlake, OH)	5
	Medina Public Library - Brunswick Branch	5
	Cuyahoga County Public Library	5
	CCPL - Maple Heights Regional Branch	5
	CPL - Rice Branch	5
	CCPL - North Royalton Branch	4
	CCPL - Berea Branch	4
	CCPL - Fairview Regional Branch	4
	CPL - Collinwood Branch	4
	Cleveland Hts.-University Hts. Public Library	4
	CCPL - Brecksville Branch	3
	CCPL - Brook Park Branch	3
	CPL - Brooklyn Branch	3
	CPL - Eastman Branch	3
	Lakewood Public Library	3
	East Cleveland Public Library	3
	CCPL - Parma/Ridge Branch	2
	CCPL - Parma/Snow Branch	2
	CPL - Lorain Branch	2
	CPL - Martin Luther King, Jr. Branch	2
	CPL - Rockport Branch	2
	CPL - Union Branch	2
	Rocky River Public Library	2
	Twinsburg Public Library	2
	CCPL - Bedford Branch	2
	CCPL - Middleburg Hts. Branch	2
	CCPL - Solon Branch	2
	CPL - Fleet Branch	2
	CPL - Glenville Branch	2
	CPL - Harvard Lee Branch	2
	CPL - Memorial Nottingham Branch	2
	Medina District Public Library	2
	CPL - Woodland Branch	2
	CCPL - Garfield Heights Branch	1
	CCPL - Independence Branch	1
	CCPL - North Olmsted Branch	1

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Table 10 (continued)

Itemized List of of Libraries Used by Type and Library (Branch)

Library Type	Name of Library	Total Usage Per Library
Public Library	CCPL - Parma Heights Branch	1
	CPL - Buckeye Branch	1
	CPL - Hough Branch	1
	CPL - Langston Hughes Branch	1
	CPL - West 157th Street Branch	1
	CPL - West Park Branch\	1
	East Cleveland Public Library - Caledonia Branch	1
	Lorain Public Library - North Ridgeville Branch	1
	Medina Public Library - Hinckley Branch	1
	Medina Public Library - Sylvester Branch	1
	Bainbridge Public Library	1
	CCPL - Broadview Heights Branch	1
	CCPL - Warrensville Branch	1
	CPL - South Branch	1
	CPL - Sterling Branch	1
	Elyria Public Library	1
Public Library Total		189
School/College Library	Cuyahoga Community College	42
	Cuyahoga Community College - Metro	28
	Cuyahoga Community College - Western	23
	No Library Name Specified	15
	Cuyahoga Community College - Eastern	14
	Cleveland State University	2
	East Tech High School Library	1
	Unspecified School Library	1
	Villa Angela High School Library	1
	Akron University Library	1
	Case-Western Reserve University Library	1
	Kent State University Library	1
	Ohio State University Library	1
School/College Library Total		131
Other Type of Library	No Name Specified	1
	Home Computer	3
	Internet	2
	Home Library	1
Other Type of Library Total		7
Total Usage - All Types of Libraries		327
Percentage of Respondents Usage		122.0%

Table 11

Sources Searched Other than Specified Categories (n=38)

	Frequency	Percent	Cum. %
Career Collection	5	13.2%	13.2%
Friends & coworkers	4	10.5%	23.7%
CCC College Catalog	2	5.3%	28.9%
Co-op	2	5.3%	34.2%
Financial Aid Office	2	5.3%	39.5%
High School	2	5.3%	44.7%
In person job hunt	2	5.3%	50.0%
Brochures	1	2.6%	52.6%
Bulletin Boards	1	2.6%	55.3%
CCVR (Vocational Rehab.)	1	2.6%	57.9%
Displaced Homemakers	1	2.6%	60.5%
Employment newspaper	1	2.6%	63.2%
Family Pizza Business	1	2.6%	65.8%
Family referral	1	2.6%	68.4%
Friends in Music Business	1	2.6%	71.1%
Informational Interviews	1	2.6%	73.7%
KSU Career Center	1	2.6%	76.3%
Magazines	1	2.6%	78.9%
Mall Department Stores	1	2.6%	81.6%
Not Specified	1	2.6%	84.2%
Persons in field	1	2.6%	86.8%
SeaWorld	1	2.6%	89.5%
Social Work Majors	1	2.6%	92.1%
Health Career Enrollment Center	1	2.6%	94.7%
U of Toledo Counseling Office	1	2.6%	97.4%
Word-of-mouth	1	2.6%	100.0%
Total	38.00	100.0%	

Table 12

Public Libraries (Branches) Used for Career Search (n=37)

	Frequency	Percent	Cum. %
Cleveland Public Library - Main Branch	6	16.2%	16.2%
No name specified	5	13.5%	29.7%
Cuyahoga County Public Library	4	10.8%	40.5%
CCPL - Strongsville Branch	2	5.4%	45.9%
CPL - Brooklyn Branch	2	5.4%	51.4%
Lakewood Public Library	2	5.4%	56.8%
Shaker Heights Public Library	2	5.4%	62.2%
CCPL - Bedford Branch	1	2.7%	64.9%
CCPL - Berea Branch	1	2.7%	67.6%
CCPL - Brecksville Branch	1	2.7%	70.3%
CCPL - Broadview Heights Branch	1	2.7%	73.0%
CCPL - Brook Park Branch	1	2.7%	75.7%
CCPL - Garfield Heights Branch	1	2.7%	78.4%
CCPL - Independence Branch	1	2.7%	81.1%
CCPL - Maple Heights Regional Branch	1	2.7%	83.8%
CCPL - Parma/Snow Branch	1	2.7%	86.5%
Cleveland Hts.-University Hts. Public Library	1	2.7%	89.2%
CPL - Glenville Branch	1	2.7%	91.9%
Medina County District Public Library	1	2.7%	94.6%
Porter Public Library (Westlake, OH)	1	2.7%	97.3%
Rocky River Public Library	1	2.7%	100.0%
TOTAL	37	100.0%	

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ABSTRACT

A survey designed to measure student awareness of library-based career information sources was conducted in General Studies classes at Cuyahoga Community College during the midterm period of Fall Semester 1998. The student population represented traditional freshman and adult students looking for personal or career development. The response rate (94.7%) was excellent with 31 classes participating. The survey instrument identified student status information, library usage patterns, and career information sources. Age data reinforced the statement that General Studies courses were comprised of students 18-25 years of age, with some variability by individual course. A library was used at least once during the month by 199 (74.3%) of the total respondents. Cuyahoga Community College libraries were used by 107 of these respondents. Usage patterns revealed that 69 (34.7) of the respondents who reported using a library at least once during the month, indicated that they used more than one type library and 10 (5%) of these respondents reported using more than two types of libraries. This information suggests that public library usage complements the usage of the campus libraries. Public library usage patterns were consistent with the geographic area where each campus is located resulting in high usage counts for Cleveland Public Library (69) and Cuyahoga County Public Library (62). Newspapers and college resources were the most frequently used sources reported by 183 respondents searching for career information. Research data from this study supports the conclusion that Cuyahoga Community College provides student access to career information through the General Studies classes, counseling offices, and campus libraries. DMM